

**INTEGRATING TIME TOKEN WITH STRIP STORY TO IMPROVE  
STUDENTS' SPEAKING ACHIEVEMENT IN TEACHING  
EXPLANATION TEXT**

**A Thesis**

**By**

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LAMPUNG UNIVERSITY**

**2024**

## ABSTRACT

### INTEGRATING TIME TOKEN WITH STRIP STORY TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN TEACHING EXPLANATION TEXT

By

**NUR INDAH TIKA HASWURI**

The objectives of the present study are (1) to investigate the significant difference of students' speaking achievement after being taught through integrating time token with strip story and original time token, (2) to find out how the students' perception about implementation integrating time token with strip story ,and also (3) to find out which aspect improved the most after being taught through time token with strip story and original time token. To answer the aforementioned research questions, a quantitative true experimental; control group pretest – posttest design was employed. The samples of the research were two classes and each of which consist of 25 students in the grade of eleventh of SMA Taruna Gajahmada Metro in academic 2023/ 2024. The instruments of the research were speaking test and a perception questionnaire. The research used independent t-test as data analysis of the research. The result of the first research question showed that the  $p$  alpha value (significance level) at Sig 2 tailed (0.000) was lower than 0.05. Thus, it can be inferred that there was significant difference on students' speaking achievement between those who were taught through the integrating time token with strip story and the original time token.

The second research question was that following the implementation of the plan, 38.43% of students strongly agreed, 36.20% agreed, 24.79 students were neutral, 0.41% disagreed, and and 0.17 students severely disagreed. By computing the rating scale of the agreement (positive), neutral, and disagreement (negative) level, the Likert Scale was utilized to evaluate the students' degree .According to the results, students' overall agreement level was 72% of 100%. As a result, the students' opinions about the implementation of the integrating time token with strip story were generally positive (agree and highly agree). And the last research question was what aspect improved after being taught by using time token with strip story .The score showed that the aspect which improved the most was fluency and for the control class was comprehension. In conclusion, this research showed that by using integrating time token with strip story can improve students' speaking achievement in teaching explanation text.

***Keywords: Speaking Achievement, Time token, Strip Story, Explanation Text***

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**A Thesis**

Submitted in a Partial Fulfillment of  
the Requirement for S-2 Degree

**In**

Language and Arts Education Department  
Teacher Training and Education Faculty



**MASTER PROGRAM OF ENGLISH EDUCATION  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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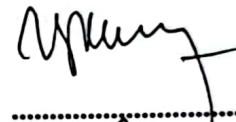
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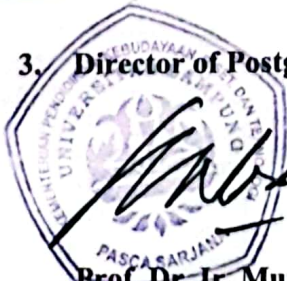


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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya:

1. Tesis dengan judul "*Integrating Time token with Strip story to Improve Students' Speaking Achievement in Teaching Explanation Text*" adalah benar hasil karya saya sendiri dan tidak melakukan penjiplakan dan pengutipan atas karya penulis lain dengan tidak sesuai dengan etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut *plagiarism*.
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung.

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## CURRICULUM VITAE

The writer, Nur Indah Tika Haswuri was born in Metro on April 14<sup>th</sup>, 1987. She is the last child of Wagiman and Kartilah (alm). She has Eight siblings in her family. She has a husband and two children. Her husband's name is Irham Nugroho, S.Pd. Her first child is a boy. His name is Faiz Adhyasta Nugroho. He is 10 years old. He is the fourth grade of Elementry School. Her second child is a girl. Her name is Faiza Qanithalia Nugroho. She is the first grade of Elementry School.

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## **DEDICATION**

This thesis is whole heartedly dedicated to:

My Husband and My Kids

My Big Family of Bapak Wagiman

My Friends in SMA TARUNA GAJAHMADA

My Best Friends Simbok Bangsa

My friends of MPBI 2022



**MOTTO**

If you can dream, you can do it

*Walt Disney*

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim, Alhamdulillahirabbil'amin.* All praises be to Alloh SWT the almighty God, the most gracious and the most merciful for blessing the writer with the faith, strength, knowledge, and opportunity to accomplish this thesis. This thesis is entitled “Integrating Time token with Strip story to Improve Students’ Speaking Achievement in Teaching Explanataion Text at SMA Taruna Gajahmada”. It is submitted as one of the requirements for accomplishing the S-2 Master Degree at the Department of Language and Arts of Teacher Training and Education Faculty at the University of Lampung.

The writer would like to express profound gratitude to the people who have helped the writer in undertaking this thesis.

With profound gratitude and a heart full of appreciation, the researcher extends her sincere thanks to the individuals who have been instrumental in the completion of this thesis, each playing a unique and significant role:

1. Dr. Muhamad Sukirlan, M.A., as the first advisor, for his guidance, insightful feedback, and continuous encouragement that have been pivotal in shaping this thesis. Especially, for his time to give me motivation..
2. Hery Yufrizal, M.A.,P.hD., as the second advisor, a heartfelt appreciation for his meticulous attention and valuable suggestions, which have undoubtedly contributed to enhanced the quality of this work. Especially, for his concern to finish this study.
3. Prof. Dr. Cucu Sutarsyah, M.A., for graciously serving as the first examiner of this thesis. His willingness to share his knowledge and provide constructive feedback has not only contributed to the refinement of this thesis but has also enriched my understanding of the subject matter.

4. Prof. Ag. Bambang Setiyadi, M.A., Ph.D. as the second examiner, for his time, expertise, and constructive input that have enriched the content of this thesis. His dedication of time and thoughtful constructive input has not only underscored the rigor of the examination process but have also significantly enriched the content and academic merit of this work.
5. Lecturers and Administration Staff of the Master of English Education Department, Their practical contributions and technical assistance have been indispensable, creating a conducive learning environment that facilitated the completion of this academic endeavor.
6. My beloved husband Irham Nugroho, S.Pd., and my beloved kids Faiz Adhyasta Nugroho and Faiza Qanithalia Nugroho, for their continuous support and prayers from the start of the semester to the end.
7. My beloved Friends of MPBI 2022

Bandar Lampung, 20 Mei 2024  
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## **I. INTRODUCTION**

In this chapter discusses some important parts such as the background of the problem, the research question, the research objectives, the research scopes, the definition of terms, the expected product specification, and development assumptions.

### **1.1 Background of the research**

Language is a tool for individuals to communicate with one another. People can exchange their thoughts, facts, and feelings through communication. Learners of English must acquire four language skills. They include listening, speaking, reading, and writing. Speaking and writing are viewed as productive skills, whereas listening and reading are considered receptive skills.

In Learning English, speaking is very important skill for students as a tool to communicate and share idea. But, they have many difficulties to speak up and show their idea by using their own words. According to Hosni (2014), linguistic challenges, using one's mother tongue, and inhibition are the three main speaking challenges that students face. Students struggle to communicate in English because they lack the appropriate grammar and vocabulary. They also struggle with sentence structure, which causes them to use their native speech. Students also consider speaking blunders in front of their classmates to be

extremely embarrassing, which leads them to refrain from speaking in order to avoid such circumstances.

Richards and Renandya (2002) stated that speaking is one of the elements of communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking. However, in reality, many people still underestimate speaking skills. It is because something in mind can not be clearly pronounced and conveyed to the listener. Rusli as cited in Dewi (2020) states that most people think that speaking is easy but there are still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill is important. Speaking skills can be acquired and mastered through practice and a lot of exercises. SMA Taruna Gajahmada is a senior high school in Metro which still has low ability in speaking ability. Many students still got difficulties in learning english such as; limited of the vocabulary, difficulty in sharing the ideas, and also not all students can be actived in learning process.

Because of the reasons above, the researcher is interested to use the teaching technique to solve the students' problem. The researcher uses time token technique to teach the students in the classroom. The word time token derives from time and token. Time is a fraction or unit of time. Time refers to portion or measure of time. While token means sign, evidence, or mark of something. A time signal or time limit characterizes the cooperative learning method known as "Time Token." The time constraint is intended to inspire and motivate students to



explore their thoughts and express them. This method can be used to improve social skills or prevent students from dominating other students' silence.

Students discuss with their group and take a coupon for each student. And a student has one minute to talk as a result. In teaching learning process, the researcher also needs the material that will help the learning process. This material is suitable with the students' material in the eleventh grade of Senior High School. It is explanation text. According to Hyland (2008), an explanation is a writing that describes how something works or how something happens. That means that it is necessary to explain the why and how of a phenomenon's formation. Therefore, a work that describes how natural, social, scientific, and cultural things develop.

The previous research showed that Time token technique can improve students' speaking skill. It showed about the mean score in post-test was 71 higher than the mean score in pre- test 55.5, the value of sig. of  $0.000 < 0.05$ , means there is a significant difference between the pretest and post-test. It also showed that there was limitation of Time token technique in teaching speaking. The students felt difficult to show their idea in improving their speaking ability. Many students got limitation to speak up. That's why the process of learning is become not effective. Based on the consideration above, the researcher is interested to integrate with another technique. And this technique is strip story from Communicative Language Teaching. Strip story is a sequence of picture which help the students to explore their idea.

By utilizing realia to describe visuals, this strategy aids in the development of the Speaking skill. It also significantly utilizes visual cues to communicate ideas. Picture od sequences can be used by students to show their idea. It is essential to make use of the prior vocabulary and get the students ready for the new grammar and vocabulary. Students participate in a group project, the teacher then hands them the coupon which the picture behind it. This practice is crucial for developing the learner's creativity, imagination, and speaking abilities. Richards J. C (2006) advises the teacher to develop and deliver an oral presentation when utilizing the Picture Strip Stories technique in a way that encourages active participation from the students.

This research integrates between time token technique and strip story technique. In this integrating will use the coupon number and the picture is behind it. The researcher hopes that after use this integration, the result of the research will improve than the previous. Therefore, by considering these above aspects, the researcher is interested to conduct this research. It knows about is there any significant difference in students' speaking achievement after being taught through Time token technique and strip story technique in teaching explanation text, what aspect will improve and also how is the students respond in the classroom.

## 1.2 Research Questions

From the problem background above, the research questions are formulated as follows:

- a. Is there any significant difference students' speaking achievement after being taught through Integrating Time token with Strip story and Original Time token?
- b. How is the students' perception after being taught through Time token with Strip story?
- c. Which aspect of speaking that improved the most after being taught through Integrating Time token with Strip story and Original Time token?

## 1.3 Research Objectives

The researcher determines the research objectives as follows:

- a. To get the information about is there any significant difference of students' speaking achievement after being taught through Integrating Time token with Strip story and Original Time token.
- b. To know how is the students' perception after being taught through Time token technique with Strip story technique.
- c. To investigate which aspect in speaking that improved the most after being taught through Integrating Time token with Strip story and Original Time token.

#### **1.4 Research Scopes**

This research has the scopes to explain informations about the research. The research focuses on integrating Time token technique and Strip story technique can improve students' speaking achivement in teaching Explanation Text at XI IPA 1 which consist of 25 students.

#### **1.5 Definition of Terms**

The research defines a number of terms to provide a clear path for performing the research. Here are the definitions of terms that the researcher serves:

- a. Explanation text is a writing text that describes how something works or how something happens.
- b. The word Time token derives from time and token. Time is a fraction or unit of time. Time refers to portion or measure of time. While token means sign, evidence, or mark of something.
- c. Strip story helps to develop the speaking skill through describing pictures using realia; moreover, it relies heavily on visual aids to convey ideas. Learners can tell stories using picture sequences. It is mandatory to activate the previous vocabulary and prepare them for the new vocabulary and grammar structures.
- d. Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language.
- e. The product development in the research has the specifications as follow:

1. This research integrate Time token technique with Strip story in Communicative Language Teaching for students of SMA TARUNA GAJAHMADA METRO at the eleventh grade. The students discuss with their friends and show in front of the class one by one.
2. The research will help the students explore their idea. The teachers will integrate it with strip story by giving a sequence of picture that show the process of natural phenomenon.
3. The teacher gives them a card for each students. After they discuss, the students explain the strip story. The students will explore their idea and speak up by looking at the picture behind it. They are given one minute for each students.
4. The material in the product refers to the core competencies and basic competencies of SMA TARUNA GAJAHMADA at the Eleventh grade of science.

## **II. LITERATURE REVIEW**

In this chapter explains about the definition, and also the theories which support the research.

### **2.1. Teaching Speaking**

Speaking is the ability to pronounce an articulated sound to express feeling or communicate each other. However, in reality, many people still underestimate speaking skills. It is because something in mind cannot be clearly pronounced and conveyed to the listener. As the opinion expressed by Rusli (2019) states that most people think that speaking is easy but there are still many people who have not mastered speaking skills. Thus, paying attention to the speaking skill is important. Speaking skills can be acquired and mastered through practice and a lot of exercises. The problem is on children's confidence because they are afraid to stand in front of many people Kerta as cited in Dewi (2019). Some children are just silent, sweating cold, and forgetting everything when they are speaking in front of people, as well as they are reluctant to express their opinions or even ask questions. As a result, children's speaking ability is still low. As stated Yenidar as cited by Dewi (2019), low speaking skills of students are due to a lack of self-confidence and student's motivation in speaking activities that cause students afraid and embarrassed to express their opinions.

## **2.2 Aspect of Speaking**

Harris (1994) stated that there are five components of language that influence speaking ability. They are pronunciation, grammar, vocabulary, fluency and also comprehension.

### **a. Pronunciation**

Hornby (1995) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. As what Hornby said above pronunciation is very important because it can influence the meaning of the word. If speaker pronounce it with inappropriate pronunciation the meaning will be different.

### **b. Grammar**

Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

### **c. Vocabulary**

Mastering vocabulary is first step to speaking English, if we don't master vocabulary we cannot utterance what is our purpose.

### **d. Fluency**

In speaking, we must speak fluency because listeners are able to response what we say. Say that fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English.

#### e. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. On the other hand, there are still some components of speaking which are also important. Additionally, the definition of speaking ability is provided below. One of the abilities students need to develop in order to learn English is speaking. It is a type of useful skill. Speaking has been described in a variety of ways by professionals.

Speaking is the capacity to communicate with people using language as a tool, claims Setyonegoro (2013) as cited in Dewi et al (2019). It is translated into words and sounds made by the utterance, together with any accompanying gestures or bodily movements. Here, the students will explore their ability to show their idea into their sounds. Teacher will give students the opportunity to speak up one by one. Students must be able to explain their picture series of explanation text which given by the teacher.

### **2.3 Time Token Technique**

To avoid students taking over the conversation or being absolutely silent, time token learning models are a great fit for learning frameworks that can be utilized to teach social skills. This instruction welcomes kids to participate, develop their public speaking skills, and feel free to voice their thoughts.



To prevent students from monopolizing the conversation or remaining quiet during talks, cooperative learning strategies like time tokens promote speaking skills. Each group of students works on mastering the content the teacher has presented. Students then complete their tests independently of one another.

Time Token Arends is one of the democratic studies that can be used in schools. The subjects in this learning process are the students. They must go through a change for the better. Which not be able to speaking to be good in speaking, which does not comprehend into understanding, and which does not know into knowledge. Additionally, the process of learning is given particular focus. When challenges are encountered, the teacher can encourage the student to hunt for a solution because they are always actively entangled.

The teacher must devise and implement a suitable method to address the issue with the students' speaking engagement. Time token is tactics that can be used when certain people dominate the discourse and others are shy and never speak up, according to Arends (2009) giving each student a number of time coupons with a maximum of 60 seconds or 30 second of discussion time will help the teacher distribute participation more fairly. The students may have the same opportunity to speak in the classroom.

## **2.4 Strip Story Technique**

Giving a small group a strip story is one of the various teaching-learning activities that may be carried out with image strip stories, according to Freeman (2000). This exercise is an illustration of how a strip of sequence can be used as a communicative tool to carry out a problem-solving assignment. They can be set up such that students collaborate or share knowledge to find a solution. Students can practice negotiating meaning by doing this. A picture strip, to put it simply, is a collection of images in a predetermined order that may be read.

According to Freeman (2000) many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story. Based on the statement above, the researcher believes that strip story can help the students to explore their ideas. Here, the students will explain the sequence of pictures and explain orally. It will make the students more confidence and easy to get the ideas.

## **2.5 Explanation Text**

To describe how and why something occurs in the world, an explanation is written. Instead of possessions, it is about actions. The process of building and storing our knowledge depends on explanations. This style of writing is frequently used in technical and scientific contexts.

Kosasih as cited Reni et al (2018) "explanatory text is a text that explains or explains about natural or social processes or phenomena." Sani (2014) further asserts that "explanatory writing is a sort of text that explains scientifically how

natural phenomena and technology arise, for instance: how and why did something happen?. The researcher chooses this text because it is a good text which can help the students get more informations about the natural or social phenomena in this world. The researcher thinks that it will very beneficial for the students to learn about social and also the world.

## **2.6 Teaching Explanation Text Through Time Token Technique**

In the teaching learning English, the teacher needs the technique to deliver the materials for the learner. There are four skills in learning English as foreign language. They are speaking, listening, reading and also writing. in teaching speaking, the students more active to practice their ability about pronunciation, intonation, showing their ideas and also expression. Speaking is one of difficult thing for the students to learn it. Freeman in Risnadedi (2001) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. That's why we also need technique to help the teacher to deliver the material.

In this research, the researcher will do the research about the use of time token technique to teach Explanation text for the Eleventh Grade of SMA TARUNA GAJAHMADA school. Based on the researcher experienced when teaching explanation text, the researcher found many difficulties especially in speaking skill. The students were difficult to share their idea and also only few students active in the learning process. It makes the researcher think to give the technique

to help solving this problem. To avoid students taking over the conversation or being absolutely silent, time token learning models are a great fit for learning frameworks that can be utilized to teach social skills. The researcher hopes that after use this technique will help the students to more active to speak up in the classroom.

### **2.7 Teaching Explanation Text Through Time Token with Strip Story**

Beside of the students activation in the classroom, the difficulty in teaching explanation text was the difficulty to explore the idea. In time token technique, the students took a coupon for each students. It will help the students' activation to speak up in the classroom. But, the students still feel difficult to explore their knowledge or idea about the topic discussion. So here, the researcher is interested to integrate time token technique with another technique to solve the problems. This technique was Strip story. According to Freeman (2000) many teaching-learning activities can be done with picture strip stories; one of them is by giving a small group a strip story.

According to Vernon as cited Slamet, et al ( 2023) “using picture strip stories in teaching has advantages ”. Some advantages of using picture strip stories in teaching-learning processes are: - They are inexpensive and widely available. - They provide common experiences for an entire group. - The visual details make it possible to study the subject clearly. - They offered a stimulus to further study

because research shows that visual evidence is a powerful tool. - They helped to focus attention and to develop critical judgment. - They were easily manipulated.

## **2.8 Procedures of Teaching Explanation Text By Integrating Time Token Technique With Strip Story Technique**

The research procedure by integrating time token technique and strip story technique in teaching explanation text:

<b>NO</b>	<b>STEPS</b>
	<b>PRE – ACTIVITY</b>
1	Teacher gave the video about explanation and ask the students to watch it.
2	Teacher divided the class into 5 groups.
	<b>PRE TEST</b>
3	Teacher asked the students to explain about topic which they choosed.
4	Teacher gave coupon number and ask them to explain it without strip story behind it.
5	Teacher gave the coupon for each students and also the topic with strip story behind the coupon. Teacher asked the students to explain the strip story of explanation text on it. Students got one minute opportunity to speak up showing their idea about the topic and also based on the strip story behind the coupon
	<b>POST TEST</b>
6	Teacher asked the students to explain about the topic .

## **2.9 Advantage And Disadvantage in Teaching by Integrating Time Token Technique with Strip Stories Technique Teaching**

The Advantages and Disadvantages of Using Picture Strip Stories . According to Vernon, et.al (1980) “using picture strip stories in teaching has advantages and disadvantages”. Some advantages of using picture strip stories in teaching-learning processes are: - They are inexpensive and widely available. - They provide common experiences for an entire group. - The visual details make it possible to study the subject clearly. - They offer a stimulus to further study because research shows that visual evidence is a powerful tool. - They help to focus attention and to develop critical judgment. - They are easily manipulated. Besides these advantages, some disadvantages of picture strip stories when used in teaching and learning speaking are set out below (Vernon, et al: 1980,): - Students pay more attention to the picture than to the material to be learned. - It takes time and money to provide attractive pictures. - Small, unclear pictures may cause problems in the teaching-learning process since the students may misunderstand the pictures. - The classroom can become noisy when the students all work in groups at once.

## **2.10 Theoretical Assumption**

In teaching speaking, there were some techniques. Speaking is one of difficult skill to be comprehend by the students. They must explore their idea by oral and try to make people understand with what they are saying. Students needed to consider the five aspects of pronunciation, grammar, vocabulary, fluency and comprehension.

There were so many techniques in teaching speaking. Teacher must be able to choose a good technique to teach speaking. The teacher also should give a good treatment for students so they can improve their ability especially in speaking. In teaching speaking, there are so many difficulties to activate students' activity in the classroom. Not all students can join the speaking activity in the classroom. And also, many students feel difficulty to explore their idea if without any preparation before. So here, teacher will give integrating time token technique and strip story technique to teach speaking in the classroom. The procedure of integrating is by giving the coupon which contained with the strip story behind it. Through integrating time token technique and strip story technique to teach explanation text, the teacher hoped that it able to help the students to be easily to explore their idea and also make the students more active in the classroom.

## **2.11 Hypotesis**

The Hypotesis of the research questions:

H0.1 : There is no significant difference in improvement of students' speaking achievement of Explanation text after being taught through integrating time token with Strip story and original time token.

H1.1 : There is a significant difference in improvement of students' speaking achievement of Explanation text after being taught through integrating time token with Strip story and original time token.

And for the last research questions, the hypothesis was:

H0.2 : There is no significant difference in students' perception of Explanation text after being taught through integrating time token with Strip story and original time token.

H1.2: There is a significant difference in students' perception of Explanation text after being taught through integrating time token with Strip story and original time tok



### **III. RESEARCH METHODOLOGY**

This chapter discusses about the research methods which consists of design, population and sample, data variable, data collection, research procedures, validity and reliability, data analysis, and hypothesis testing. The methods that will be discussed are:

#### **3.1. Design**

The study used a quantitative true experimental pretest-posttest design with a control group. Two groups were needed an experimental group and a control group. Before the treatments, a pretest was given to both groups to gauge their starting performance. At the conclusion of the various treatments, each group was given a posttest. The efficiency of the treatment was assessed by comparing the pretest and posttest results according to Gay, et al (2012). The control class used time token in teaching learning and the integrating time token with strip story was applied to the experimental class. Both groups took the pretest prior to therapy, and both groups took the posttest following treatment to determine the effectiveness.

**Table 3.1 Research Design**

Group/ Class	Pretest	Treatments	Posttest
G1	T <sub>1</sub>	X1	T <sub>2</sub>
G2	T <sub>1</sub>	X2	T <sub>2</sub>

Where:

- G1 : XI IPA 1 Experimental Class      T<sub>1</sub> :Speaking pretest
- G2 : XI IPA 2Control Class      T<sub>2</sub> : Speaking posttest
- X 1 : Time token
- X 2 : Integrating Time token with strip story

(Gay et al, 2012: 267)

### 3.2. Population and Sample

Individuals who are the research's target population comprise the population, and individuals who serve as a sample are those who represent the population's data according to Setiyadi (2006). All of the Eleventh grade of Science students at SMA Taruna Gajahmada makes up the research population. The eleventh grade comprises fifty students who were divided into two classes. There are consisted of twenty five students for each class. The researcher determined the research sample by using purposive sampling.

### 3.3. Variables

In order to assess the influence of the treatments in this research, variable was defined as dependent and independent variables. Independent variable was major variable that a researcher hopes to investigate; the dependent variable was the

variable that the researcher observed and measured to determine the improvement of the independent variable according to Hatch and Farhady (1982). These were the variables:

X: The integrating of time token with strip stories in explanation text was as independent variable.

Y: The students' speaking achievement was as a dependent variable.

### **3.4. Data Collection Instruments**

The researcher used research instruments to figure out whether the objective of the research has been achieved or not. In order to gain data on the research, the researcher uses some instruments to gain the data.

#### **3.4.1 Speaking Test**

Speaking test was administrated in order to see the students' speaking achievement. The tests are administrated two times, pre-test and post-test. The pre-test conducted in the first meeting and post-test conducted after the treatments. The topic was explanation text. Each test was conducted within sixty minutes. The purpose of the pre-test was to find out the students' speaking ability in the first step before the treatment was given. Moreover, the purpose of the post-test was to find out whether there is any significant difference after the students received the treatments.

### **3.4.2 Questionnaire**

In data collection technique, the researcher used questionnaire to help get the information to answer the research questions about what's students' perception about teaching explanation by integrating time token with strip story and also the research objectives. The perception questionnaire was modified based on works by Yoshepine, et al (2018) a few changes were done in order to answer the research topic. Ten perceptual statements about speaking achievement using integrating Time token with Strip story. The students' perceptions were gauged using the Likert scale. A person's or a group's attitude, opinion, and perception can be gauged using the Likert Scale Sugiyono (2013). Participants answered the questions by choosing one of five options: 1 (strongly disagree), 4 (agree), 3 (neutral), 2 (highly agree), and 5 (very agree). Additional information supporting the application of the integrating together in speaking achievement was derived from the students' perception results.

### **3.5 Data Collecting Technique**

In this research, the researcher collected the data by using some techniques below:

1. Administering the pretest

The pre-test was administered to the students before the treatment of teaching speaking time token and integrating time token with strip story. It was conducted to know the students' speaking achievement before treatment. In answering the question, the students have 60 seconds to explain for each student. The minimum

score was 36 and the maximum score was 44 for the control group, while the minimum score was 36 and the maximum score was 44 for the experimental class.

## 2. Administering the posttest

The post test was administered to the students both in the control group and experimental group after the treatment of teaching speaking by using time token and integrating time token with strip story. The form, time, and the material in the post test were the same as the pre-test. The minimum score was 68 and the maximum score was 80 for the control group. The minimum score was 76 and the maximum score was 88 for the experimental class

## 3. Providing the questionnaire

The questionnaire was distributed to the students, right after the treatments in order to know the students' perception about the integrating time token with strip story. The Likert Scale was used to assess the level of agreement and the disagreement of the students toward the integrating time token with strip story. It was proven from the result of the Likert Scale perception questionnaire which was 72% out of 100% of students shared positive perceptions (agree and strongly agree).

### **3.6. Try-Out of the Instruments**

In this research, to prove whether the items of the tests are good or not as speaking test items, those items must be tried out first. A test would be said to have a good quality if it meets the validity, reliability, level difficulty, discrimination power, normality, and homogeneity. The try-out test was

administered to twenty five students of The XI IPA 1 at SMA TARUNA GAJAHMADA.

### **3.6.1. Validity of the Speaking test**

Validity refers to the extent to which the results of the procedure serve the uses for which they are intended Hatch and Farhady (1982). Meanwhile, Heaton (1991) defines the validity of the test as the extent to which it measures what is supposed to be measure and nothing else. In short, in this research, the items of the test should provide a true measure of speaking skills that is intended to measure. To obtain the validity of the test, the researcher considered the construct and the content validity as the basic type of validity Hatch and Farhady (1982).

### **3.6.2 Content Validity**

The degree to which a test assesses a representative sample of the subject matter content is known as content validity. Content validity does not only focus on how a test looks; it also considers how adequate the sample is in Hatch and Farhady (1982). A representative sample of the course should be included in the exam items that are derived from the materials that the students have been taught Heaton (1988). Whether the test is sufficiently broad and representative for the test is the focus of content validity. The provided material must be appropriate for the curriculum in order to maintain content validity in Setiyadi (2005).

### 3.6.3 Construct Validity

Construct validity is the scientific value or suitability of a measurement; a measure must be created in accordance with real-world observations in order to be considered valid in Thorndike & Dinnel (2002). In addition, the exam possesses construct validity, meaning it may measure particular attributes in line with a theory of language learning and behavior according to Heaton (1991).

### 3.7 Reliability of The Data

According to Setiyadi (2006) the reliability of the test is an instrument can be believed to be used as instrument for collecting data because it has been good. It means that the test has some average result when it is tested to different occasion and the condition is the same as before.

The researcher uses inter-rater reliability. Inter-rater reliability is accounted from the two rows of score which is gotten from two correctors. In inter-rater reliability, the scoring can be done equally. Where, the students' speaking performance can be evaluated equally by two correctors. Because the test is corrected by two correctors, generally the result of reliability test can be reliable. (See Table 1)

Symmetric Measures					
		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	-,171	,143	-1,171	,242
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

### **3.8 Validity of the questionnaire**

In assessing the questionnaire validity, the researcher applied two kinds of validity in order to enhance the validity of questionnaire namely; content and construct validity).

- a. Content validity deals with how well the items of the questionnaire measure the area of perception. The items of the questionnaires represented the aspects of the perception that is going to be assessed. In order to enhance the content validity of the questionnaire, the questionnaire was adapted from Demirici (2007) and Yoshepine, et al (2018).
- b. Construct Validity deals with the theory applied in the items. It means that the items of the questionnaire should actually measure the certain characteristics of perception. The researcher used inter rater-validity to check the construct validity of the questionnaire Setiadi (2006). The researcher consulted to some experts in order to gain their opinions about the instruments, and whether the items are match or not to assess the perception in form of inter-rater judgment of closed-ended question. The raters were the master on EFL teaching, namely: Anwar Hadi Irawan, S.Pd. M.A., and Eko Noprianto, M.Pd.( **see table 8**)

#### **3.8.1 Reliability of the Questionnaire**

To examine the questionnaire's reliability, it had been tested by using Cronbach's Alpha Test through SPSS 16. The criteria of questionnaire reliability is as follow:



1. If the value of Cronbach Alpha is more than 0.60 ( $> 0.60$ ), then the questionnaire is reliable or consistent
2. If the value of Cronbach Alpha is less than 0.60 ( $> 0.60$ ), then the questionnaire is said not be reliable or inconsistent ( see **table 11**)

Sujarweni (2014)

### **3.9. Data Analysis**

In order to get the results of the research question, the researcher used the quantitative data analysis. The researcher used the test which are pretest and posttest as the instruments, the data using some steps as follows:

1. Scoring the pre-test and post-test by using inter-raters.
2. Tabulating the results of the tests and calculating the means of pre-test and the post-test, to generate and examine the data, SPSS 23 is utilized, a statistical program.
3. Composing a discussion regarding to the result.
4. Drawing conclusion from the tabulated results of the test is given. The result of statistical computerized system independent sample T-test in SPSS 23 will be used to build the conclusion.

Meanwhile, this research is intended to find out whether the data were normally distributed or not by using normality test SPSS. *One-Sample Kolmogorov Smirnov Formula* was used by the researcher to analyze the normality of the data.

The hypotheses of the normality test are:

$H_0$  : The distribution of the data is normal

$H_1$  : The distribution of the data is not normal.

The level on the significance is 0.05.  $H_0$  is accepted if the result of the normality test is higher than 0.05 ( $\text{sign} > 0.05$ ).

### **3.10. Hypothesis Testing**

Setiyadi (2006) says that data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. To find the difference in speaking achievement between the students who were taught by original time token and integrating time token with strip story, the researcher followed some steps below:

1. Tabulating the scores of the speaking test
2. Analyzing the tabulated data.

The means of the pre-test and post-test were carefully determined, then calculated through independent t-test. In this research, some analyses were also done by the researcher involving the analysis of the following steps:

- a. The normality and homogeneity test.
  - b. The N-Gain means of the pretest and posttest and the total N-Gain mean of the speaking aspects
3. Making interpretation, inference, or conclusion

The researcher inferred the difference in speaking achievement between students who were taught through the time token and integrating time token with strip story result of the independent group t-test.

### 3.11. Normality Test

Before using the independent group t-test to analyze the data, the researcher calculated the value of the normality and homogeneity tests. The normality distribution test is a test to measure whether our data have a normal distribution. To find out the normality, the researcher used Kolmogorov Smirnov of SPSS 16.00. The data are normally distributed if the alpha level is higher than 0.05 ( $p > 0.05$ ). The Kolmogorov Smirnov alpha ( $p$ ) value was 0.121. The alpha value is higher than 0.05 so the data were normally distributed. ) ( **See table 2** )

## **V. CONCLUSION AND SUGGESTIONS**

This chapter is the final chapter where presents the conclusion of the research findings and suggestions for the English Teachers who want to try to implement the integration time token with strip story to improve students' achievement in teaching Explanation text.

### **5.1 Conclusion**

The objectives of the research were to find a significant difference of students' speaking ability after being taught by integrating time token with strip story technique and original time token, to find out the aspect of speaking which affected the most after being taught by using the integration of time token with strip story technique, and also to reveal the students' perception towards the implementation of the integration of time token with strip story technique.

Based on the research, it can be concluded that the result of Independent t - test indicates that the integration of time token with strip story technique improves the students' speaking achievement in teaching explanation text, since there is significant difference of students' speaking score from pretest and posttest. And for the students' perception, the students feel positive and agree about teaching by integrating time token with strip story. For the last research question, the

experimental class showed that fluency was the highest aspect and in control class was comprehension as the most improved aspect.

## **5.2 Suggestion**

Some recommendations and ideas are made to the English teacher and future researchers in reference to the findings and conclusion above.

### **5.2.1 For Teachers of English**

To English teacher, it can help the learning process of teaching explanation text. By integrating time token with strip story, the teacher can make all students participate actively in the classroom.

### **5.2.2 For Researcher**

This study can serve as a useful resource for future speaking research on speaking comprehension accomplishment. It is advised to include not just explanation texts but also texts from other genres, including report, descriptive, and so forth. Additionally, especially in offline classes, the integrating time token with strip story was working in tandem with other productive and receptive abilities including speaking, writing, and listening.

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